Langmoor Primary School

Behaviour Policy

Date Ratified: October 2025

Review Cycle: Annually

Living, Learning and Laughing together

At Langmoor, we recognise every child as a unique individual: celebrating and embracing differences in our community.

Our curriculum is designed to build on our six core values – which are kindness, teamwork, respect, creativity, perseverance and responsibility. This enables our children to become creative and critical thinkers with well developed interpersonal skills who understand how they learn. We recognise and build on each child's prior learning and provide a wealth of first-hand experiences and enhancement opportunities to engage them; we utilise the learning opportunities available in our community.

Leader: Helen Bonser - Headteacher

Governor Link:

Signed by Headteacher:

Signed by Chair of Governors:

Rationale:

Langmoor Primary School is a school that believes that every child can do their best and relies on a set of principles and values designed to support high expectations of behaviour. Pupils are encouraged to be independent in making the 'right' choice and are guided and talked through behaviours that occur when problems arise. All achievements, both in and out of school are celebrated, and all pupils feel valued and as though they contribute to school life.

Aims/Objectives:

The school aims to provide a caring, supportive, structured environment where positive behaviour is shown throughout all aspects of school life. Children are talked through any tricky behaviours through the use of Emotion Coaching, so that children become increasingly self-regulating.

- To have an agreed set of Values that guide thinking and behaviour
- To create an ethos where all children feel valued and supported
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To build up children's self esteem by placing the emphasis on praise and reward
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure that there is a calm working atmosphere where the boundaries of acceptable behaviour are clear to all.
- To work in conjunction with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances
- To have high expectations of all children.

Staff

All staff must promote, model and teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place. Specific and genuine praise should be used consistently and fairly to:

- Establish an ethos of warm and positive acceptance for all
- Encourage positive self esteem in all pupils
- Reinforce positive values and the behaviours that exemplify these
- More praise than reprimand is essential. If a child is constantly being reprimanded for their behaviour a discussion with SLT and the SENDCo is essential to establish whether any outside agency involvement is necessary
- Reprimands should be delivered as briefly as possible, giving minimum attention to the child
- Reprimands should be directed at the behaviour and not the child. Use the Emotion Coaching language -Eg It is ok to feel angry because of …….. but it is not ok to hit out at someone because you are angry. What could you have done instead?
- The child should be clear on what they are being reprimanded for
- A calm, authoritative tone is important; shouting is never effective

Roles and Responsibilities

Governors:

- To ensure that a Behaviour Policy is in place
- To ensure that it is reviewed regularly
- To ensure the implementation of the policy
- To ensure that the policy does not discriminate on any grounds
- To receive feedback regarding the policy at FGB and through the Headteacher's report.
- To be involved in any issues regarding exclusion
- To create a committee for discipline and complaints

Parents/Carers:

- To be aware of the school's policy as part of the induction process
- To have access to the policy whether via a paper copy or the website
- To encourage the children to uphold the values of the school
- To support the school's system of rewards and sanctions
- To be informed of the school's Behaviour systems and Complaints procedures

Celebration of Success

Attitudes that we value and seek to promote through reward:

- Showing the correct Behaviour for Learning (see notes in the appendix)
- Being polite to all
- Showing good listening skills
- Following the instructions, the first time
- Being kind and thoughtful to others (Having kind hands and feet)
- To look after the school environment and equipment
- Move safely and sensibly around the school
- Take turns
- Try our best

Class Rewards & Sanctions

The overarching approach to managing and developing positive behaviour is a whole school approach where children are rewarded with star points. Where pupils make the wrong behaviour choice, a discussion of choices using the Emotion Coaching approach can serve to highlight school expectations.

Different systems can be implemented in classrooms across the school depending on the age of the children. A range of strategies involve

- A Cloud system which does NOT result in children moving 'down'
- Record of class stars
- Pom pom jars
- Values certificates
- Golden Book certificates
- Shields – use in Year 6 only
- Hot Chocolate Friday – 1 child from each class chosen by the class teacher to have Hot Chocolate with the Headteacher

The HT will visit the class to be told who is getting the reward and why on Friday mornings.

- *Any other systems used by the class teachers that support this policy*

Values

Pupils are encouraged to take responsibility for their own behaviour, learn to understand their emotions, and use values in their every day lives. One value is introduced per term through an assembly and there is a Values board in the hall. The values are below

Autumn 1	Kindness	Autumn 2	Teamwork
Spring 1	Respect	Spring 2	Creativity
Summer 1	Perseverance	Summer 2	Responsibility

In each classroom each half term the values that we expect to be demonstrated should be up in the classroom for all children to contribute to. These will also be up in around the school (see back of the policy) Parents can also be involved in the achievement of values by sending in 'Values WOW Moments' which can be announced in Golden Book Assembly.

Behaviour management

The following lists are examples of the types of behaviours deemed unacceptable and may result in the child being reprimanded and losing minutes of playtime and/or lunchtime. However, staff should be mindful that **behaviour is a form of communication**, and should take the time to try and unpick why a child is behaving in that way.

- Shouting out in class
- Use of offensive language including swearing as determined by the class teacher
- Stopping others learning through disruption
- Showing a lack of consideration for others
- Telling lies
- Disruption
- Refusing to work
- Failing to follow instructions

Seriously unacceptable behaviour which may result in the child being reprimanded and a member of SLT being sought to speak to the child. Depending on the behaviour SLT may choose to inform parents.

- Repeated unacceptable behaviour
- Behaviour that continues even after being asked to stop either by a child or adult
- Bullying/threatening behaviour
- Fighting or any form
- Repeated violence
- Vandalism
- Theft
- Verbal abuse which could include racism, sexual harassment, homophobia
- Aggressive behaviour to any member of the school community

Sanctions

- A warning is given with the opportunity for de-escalation
- If the behaviour continues the child is given a 2 minute time out next to the class teacher or other appropriate adult
- If the behaviour continues after the time out the child will then be removed to another class
- If these strategies do not work, a member of SLT will be called to deal with the child
- Any cloud based behaviour systems should concentrate on the positive only and should follow this policy for warnings.

De-escalation

We recognise that some pupils may behave in challenging ways. In these instances, it is important that de-escalation is used in the first instance by;

- Staff working together to devise strategies to shape, minimise or divert the inappropriate behaviour e.g. through emotion coaching
- Involving Parents in discussions around developing strategies
- Supporting students who need more than the school's code of conduct and usual class level rewards to have an individual behaviour plan.
- Staff working with these pupils to be trained to use physical intervention as a last resort using the Team Teach programme. This will also involve at least one member of SLT including the HT.
- A Positive Handling Plan may be drawn up by the HT/SENDCo. This should be signed by the parents/carers

- Additional advice should be sought, when needed, from other professionals such as Educational Psychologist or Oakfield Short Stay School, or from Parents/Carers.

SEN

Langmoor Primary School is an inclusive school and it is important to note that in line with the Discrimination and Disability Act, that pupils with special needs must not be discriminated against. This includes pupils with SEMHD – Social, Emotional, and Mental Health Difficulties. Some pupils may require additional support to adhere to this policy and the school will work closely with parents and external agencies to provide this.

Recording

Behaviour/Incident Records are held on an electronic system (CPOMS) and key professionals are informed on a regular basis. It is the responsibility of class teachers to deal with minor incidents which occur in the classroom. More serious incidents can also be dealt with by the teacher, but must also be recorded on the school's electronic system. If the behaviour is causing frequent concerns a member of the Senior Leadership Team will give advice and support. In some situations, external professional advice will be sought.

The Head teacher (and Deputy Head teacher in the absence of the HT) are the only members of staff who can sanction a fixed term or permanent suspension. In the case of all suspensions Parents/Carers will be informed in writing of the reasons for the suspension and their right of appeal. Suspended pupils are provided with work for the duration of the suspension. Any suspensions will follow DfE policy and procedure. Whole school records on figures of any incidents of bullying or racism are reported termly to Governors and yearly to the Local Authority.

Lunchtime incidents are also recorded and reported to the Senior Leadership team.

Our code of conduct is centred around securing positive outcomes in these areas:

- Being healthy
- Staying safe
- Enjoyment and achievement
- Making a positive contribution

In order to give the children clear guidelines on the way to behave in school, the Governors, Staff and pupils have developed a specific code of conduct as set out below.

Code of Conduct

- To listen and follow instructions the first time
- Have kind hands, feet and words
- Try our best to show our values
- Move around the school by walking and look after our environment
- *One to be decided by each class*

Children should NOT be kept in as a punishment for not doing homework. Children should come to the lunchtime club if they are stuck, but should attempt as much as possible at home.

Children should NOT be kept in at playtime and lunchtime unless it is a last resort. Then, it should only be for 5 minutes. ALL children must have access to play.

If children have not completed work, they may be asked to finish a reasonable amount, but should be supported by the Teacher or TA.

Playtimes and lunchtimes

At playtime and lunchtime we aim to provide a range of activities to engage children in positive play. This will include playground bags and Scrapstore on each playground, and the use of the MUGA and the Outdoor Gym Equipment on KS2. In the better weather the field can also be used. The Tyres are available in all weathers on the KS2 playground.

If problems between the children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach of de-escalation.

A noticeboard is available for lunchtime staff which contains pen portraits of any SEND children, pom poms, lunchtime certificates and any children who are struggling and may need a bit of TLC that day.

Our approach for successful lunchtimes is:

- *Consistency*
- *Children are clear that staff are aware of their behaviour*
- *Patterns of poor behaviour that are other than those of an aggressive nature are addressed and recorded*
- *There is a mutual respect between adults and children*

- *All adults respond in a similar way when dealing with the children*

If lunchtime behaviour fails to follow the expectations, then the consequences are as follows:

A warning – reminding of what is expected

Sitting out on the bench with the adult talking to the child/ Walking round with the adult talking to the child.

Child bought into school to sit outside the staff room for the HT/DHT to deal with

Staff should be informed of any poor behaviour.

Playground Procedures

- All staff need to be aware of those children who have allergies and any other medical conditions
- DSL's need to ensure that lunchtime supervisors are aware of any high needs children and any individual behaviour plans that need to be followed
- Children must stay in the correct playground. They need to ask an adult if they wish to use the toilet. They then need to return straight afterwards to the correct playground
- Anyone who is on duty whether at lunchtime or playtime should move around the playground scanning for any difficulties that may arise so that de-escalation can occur quickly
- If any child sustains a head bump the child needs to be given a wrist band and the class teacher informed immediately. Parents should also be called to be told and check whether they are happy for the child to remain in school.
- All first aid can be given by all staff, and it must be recorded in the first aid book. The slips MUST be passed to the class teacher so that parents can be informed. Staff can make judgements as to how serious an injury is, but if in doubt a member of SLT should be called.
- When any equipment is out the children will be given a 5 minute warning/tidy up bell. When the next bell goes the children are expected to line up in the correct place ready for the CT to collect them.
- Lunchtime staff are to remain on the playground until the teachers come to collect their children – in turn the teachers must be prompt.

The children will have the following expectations:

To show our values in the lunch hall and at playtimes we will…

- Follow instructions the first time they are given
- Share equipment and play co-operatively
- Use our quiet 'inside' voices when we are eating our lunch
- Finish eating before we leave the table
- Line up quickly when the bell goes

All behaviour is recognised by adults praising the children and through the use of the pom poms for the class jars.

Appendix 1

Behaviour for Learning

All staff should try these things during the AUTUMN term at least to ensure that Behaviour for Learning is clearly established.

1. **Re establishing Learning routines** – high expectations from ALL staff. Can pupils remind you of the rules? How do you greet them? What do they do when they first enter your classroom? Can you spot those doing the right thing and go above and beyond to praise them?
2. **Building strong relationships** – Can you plan a 2 minute conversation with key pupils regularly? What can you do to get to know the names of the children quickly? Use the transition information that you have been given.
3. **Reading for social and emotional learning** – What reading materials can support opportunities? Use characters behaviours to develop language can help with pupil's self awareness. Use the Everyone's Welcome's books to support those interactions – refer back to them.
4. **Question, question, question** – What questions can you model and scaffold. How can you ensure every pupil engages in questioning exchanges? How can you enrich and recast the vocab used by novice pupils?
5. **Contact home** – Celebrate those successes. The better parental engagement, the better the outcomes for the child. Offer support on pupil self regulation, organisation of equipment, reading and work routines/habits

BEHAVIOUR POLICY

Appendix 2

Kindness

Why kindness is important

Being kind helps everyone feel happy and safe. When we are kind, we make friends, help others, and make our school a friendly place where everyone can learn and have fun.

I can…..

In the classroom	During playtime	In the lunch hall	In the corridors	When working in groups
Use kind words with friends and teachers	Share toys and games with others	Say please and thank you to adults	Hold the door open for others	Listen to others' ideas respectfully
Help classmates if they are struggling	Include everyone in your games	Wait your turn patiently	Walk quietly and don't push others	Take turns speaking
Say sorry if you accidentally hurt someone	Help someone who is hurt or upset	Use a quiet voice when talking	Smile and greet people politely	Encourage others and praise their work
Use gentle hands and feet	Tell an adult if you see someone being unkind	Help tidy up after eating	Respect others' personal space	Help solve problems calmly
Compliment others on their good work	Take turns on equipment	Say kind things to friends	Say "excuse me" if you need to pass	Share materials fairly

Teamwork

Teamwork

Why teamwork is important

Working well with others helps us solve problems, share ideas, and make friends. When we work together, we can achieve more and have fun learning.

I can…

In the classroom	During group work	On the playground	During school activities	When solving problems
Listen to others' ideas	Share ideas and take turns	Play games fairly	Help each other	Talk and listen calmly
Help your classmates when needed	Encourage everyone to join in	Include everyone in games	Work together to tidy up	Think about solutions together
Take turns to speak	Respect different opinions	Share equipment	Support your friends	Ask for help from adults if needed
Cooperate with your teacher and friends	Help each other with tasks	Follow the rules of games	Celebrate team successes	Stay calm and respectful
Say thank you and praise others	Be patient if someone struggles	Help solve playground disagreements	Listen to others' ideas	Apologise if you make a mistake

Respect

Why respect is important

Respect helps us treat others the way we want to be treated. It keeps everyone feeling safe and valued and helps us listen and learn from each other.

I can…

In the classroom	During playtime	In the lunch hall	In the corridors	When listening to others
Listen carefully when someone is speaking	Wait your turn without interrupting	Use polite words like “please” and “thank you”	Walk quietly to keep the school calm	Look at the person speaking
Follow the teacher’s instructions	Respect others’ games and space	Keep your area clean	Keep your hands to yourself	Don’t interrupt when others talk
Take care of school equipment	Share playground equipment fairly	Use quiet voices	Stay in your own line or group	Ask questions politely
Use good manners to everyone	Include everyone in games	Wait patiently in the lunch queue	Respect school displays and notices	Wait your turn to speak
Respect different opinions and ideas	Apologise if you accidentally upset someone	Say “excuse me” if you need to pass	Keep your belongings tidy	Say kind things about others’ ideas

Creativity

Creativity

Why creativity is important

Creativity helps us think of new ideas and solve problems in fun ways. It makes learning exciting and helps us express ourselves.

I can….

In the classroom	During art and music	When playing outside	When working in groups	When solving problems
Try new ways to complete tasks	Use different colours and materials	Make up new games	Share your ideas	Think of different solutions
Share your ideas during lessons	Sing and play instruments	Build things with natural materials	Listen to others' ideas	Try creative ways to fix problems
Use your imagination in writing	Create stories and poems	Use playground equipment in new ways	Work together to create projects	Ask "what if" questions
Experiment with different tools	Join in with drama activities	Invent new rules for games	Encourage friends to be creative	Look at problems from different angles
Don't be afraid to make mistakes	Take pride in your creative work	Share your creative ideas	Celebrate everyone's creativity	Keep trying new ideas

Perseverance

Perseverance

Why perseverance is important

Perseverance means not giving up, even when things are hard. It helps us learn new things, improve, and feel proud of what we achieve.

I can…

In the classroom	When learning new skills	During playtime	When facing challenges	When working on homework
Keep trying, even if it's difficult	Practice new tasks patiently	Try new games or sports	Stay calm if things don't go well	Finish your homework carefully
Ask for help if you're stuck	Don't give up if you make mistakes	Keep playing even if you lose	Think about what you can do differently	Keep working until it's done
Use kind words to encourage yourself	Celebrate small successes	Take turns and don't get upset	Take deep breaths if you feel frustrated	Ask an adult if you need support
Take your time to do your best	Keep practising every day	Try again if you fall or make a mistake	Remember everyone makes mistakes	Organise your time to finish tasks
Believe in yourself	Keep a positive attitude	Help friends who are finding things hard	Learn from mistakes	Don't rush, check your work

Responsibility

Why responsibility is important

Being responsible means we take care of ourselves, others, and our school. It helps us learn, grow, and be trusted to make good choices.

I can…

Looking after your belongings	In the classroom	During playtime	Around the school	When completing tasks
Keep your coat, bag, and books tidy	Bring the right equipment to class	Look after playground toys and equipment	Put rubbish in bins	Finish your work on time
Put things away after using them	Follow classroom rules	Help keep the playground clean	Walk safely and sensibly	Ask for help if you don't understand
Take care of school books and resources	Listen and follow instructions	Use equipment safely	Report any damage or problems	Try your best and don't give up
Remember your homework	Stay on task during lessons	Play safely and fairly	Respect the school environment	Check your work before handing it in
Tell an adult if you see something unsafe	Help tidy up the classroom	Follow instructions from adults	Be punctual to lessons and activities	Take responsibility for your actions